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ABSTRACT

Patterns that emerged from reviewing 20 syllabi for courses on educational foundations, history, and philosophy are discussed, and five sample syllabi are presented. These courses are offered as part of graduate level studies in the field of higher education administration. The review revealed the following profile: the history of higher education enjoys an impressive scholarly base and tradition of first-rate research; graduate courses in the history of higher education are vulnerable in that they are overly dependent on a few works that now may be out of print, or out of date, or both; there is a disturbing lag in the diffusion of knowledge from fresh scholarship to course readings; the history of higher education as a distinct topic has gradually yet persistently eroded; and dilution and erosion of the history of higher education as a syllabus topic promotes the risk of superficiality in the interpretation of historical episodes and issues. The syllabi review suggests that there have been few required course readings that are sequels or counters to the basic corpus of classic works first published in the early 1960s. Five syllabi from the following schools are included as interesting models of course design: University of Virginia, University of Washington, and the College of William and Mary. A list of members of the course syllabi network is included. (SW)

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Clearinghouse for Course Syllabi in Higher Education

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1986

FOUNDATIONS/HISTORY/PHILOSOPHY

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LIFE AFTER RUDOLPH:

PROSPECTS FOR COURSES IN THE HISTORY OF HIGHER EDUCATION

Syllabi Project For
The Association for the Study of Higher Education

John R. Thelin
Professor and Program Director
Higher Education Doctoral Program
The College of William and Mary

August 1986

In 1986 Random House Publishers announced that Frederick Rudolph's book, The American College and University: A History, was out of print. For most professors who teach graduate courses in the history of higher education, "Out of Print" means "Out of Luck." Since 1962 this classic work has been at the heart of courses which introduce higher education students to the heritage of the American campus. News from publishers was analogous to the impact of the OPEC oil embargo on the American economy a decade ago: dependent consumers were caught unprepared.

Apart from the immediate panic of what to do about text book orders for the forthcoming semester, this incident may well be the adversity which forces scholars to examine the state of the art in their teaching and texts. And, one hopes it ultimately will stimulate a healthy response to the publishing crisis. At very least, it illustrates both the strength and weakness of course syllabi

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in the history of higher education. On the basis of the twenty syllabi submitted by instructors from Higher Education programs throughout the United States, the following profile and cluster of characteristics emerge:

> * The history of higher education enjoys an impressive scholarly base and tradition of first-rate research.
>
> * Graduate courses in the history of higher education are vulnerable in that they are overly dependent on a few works which now may be out of print, or out of date -- or both.
>
> * There is a disturbing lag in the diffusion of knowledge from fresh scholarship to course readings.
>
> * The history of higher education as a distinct topic has gradually yet persistently eroded. The topic has gone from being the essence of many doctoral programs to a condition where it is peripheral even within seminars and syllabi.
>
> * Dilution and erosion of the history of higher education as a syllabus topic promotes the risk of superficiality in the interpretation of historical episodes and issues.

These summary observations of "good news" and "bad news" run ahead of the story. The following commentary elaborates on these inferences and implications. On the one hand, the topic of the history of higher education has long attracted outstanding scholars. Along with Frederick Rudolph, one can add from the early 1960s some brilliant, enduring works: Richard Hofstadter and Wilson Smith's anthology, American Higher Education: A Documentary History (1961); John Brubacher and Willis Rudy's Higher Education in Transition (1958); Laurence Veysey's The Emergence of the American University (1964); and Clark Kerr's The Uses of the University (1963). On the other hand, their success has its spoils: it may well be that subsequent generations of instructors have grown comfortable -- complacent that these hearty perennials would be both available

and sufficient as required texts and basic readings, ad infinitum. In short, review of syllabi submitted to ASHE in 1985-86 suggests there have been few required course readings which are sequels or counters to the basic corpus of classic works first published in the early 1960s.

The danger is that in the 1980s we behave as if we are dwarfs who stand on the shoulders of the giants from the 1960s to gain our view of history. The tragedy of this syndrome is that the syllabi have by and large not heeded the recent excellent works by a generation of newer historians. Here one has in mind articles and books published since 1970 by Hugh Hawkins, Lawrence Stone, Jurgen Herbst, James Axtell, David Allmendinger, John Whitehead, Geraldine Joncich Clifford, David Potts, Barbara Solomon, Colin Burke, Paul Mattingly, Richard Angelo, Helen Horowitz, Jennings Wagoner, Marcia Synnott, Ellen Brier, and Harold Wechsler, et al. Nor is it evident that the syllabi even have digested the new interpretations presented by such established, prolific, and enduring historians as Lawrence Cremin. Virtually unnoticed outside the circle of historians are recent works which provide interesting statistical and demographic data to test some of our most fundamental impressions of higher education in such important themes as institutional founding and survival, access and exclusion, retention, social mobility, gender, and public policy.

The classic works published in the early 1960s warrant fresh supplements for another reason: we are witnesses to history in our own time. We now need to put the events of the decades since World War II in historical perspective -- a task which even a masterful scholar like Frederick Rudolph could hardly be expected to

have anticipated before the fact. By 1986 one ought to consider Jencks and Riesman's 1968 work, The Academic Revolution not only as an impressive contemporary analysis, but also, as an historical document, subject to revision and reinterpretation! In a similar vein, one might re-read Clark Kerr's The Uses of the University in light of Malcolm Moos' 1982 report, The Post Land Grant University.

This leads to the next crucial tendency: the "historical" dimension of many history of higher education courses is gradually yet persistently eroding. According to Don Williams' article, "Whither the Study of Higher Education," published in the Winter 1984 issue of The Review of Higher Education (pp. 175-178), many eminent doctoral programs in Higher Education originally emphasized historical perspective throughout the entire fabric of courses and seminars. In the 1980s, the existence of distinct "history of higher education" courses is on shrinking ground. Consider the following data gained from gleaning the twenty syllabi:

* In only half the course syllabi submitted under the rubric, "History of Higher Education" did the "historical" component encompass 50% or more of the course readings and topics.

* Only about a third of the history of higher education courses included explicit coverage and readings on ancient, medieval, and European antecedents of the American college and university.

* Half the courses merely included "history of higher education" as background or as one of many course topics.

* 15% of the syllabi were wholly inappropriate, having no apparent connection with the history of higher education.

What one finds, then, is a schism within the syllabi ranks. The welcomed finding is that a substantial number of professors continue to offer courses which clearly introduce excellent and fresh historical scholarship on higher education. And, they provide rigorous, imaginative approaches to incorporating historical documents and sources into the comprehensive study of colleges and universities. It is, however, a dwindling number which stands in sharp contrast to trends in the remaining syllabi.

One might counter that combining the history of higher education with other disciplines and themes is a sound, interesting pedagogical strategy. This would be so if, for example, past and present issues were combined with concepts and findings from the social and behavioral sciences -- e.g., sociological perspectives from such works as Burton Clark's The Distinctive College (1970) or Christopher Jencks and David Riesman's The Academic Revolution (1968). However, this was not the norm.

What is meant by the observation that erosion leads to dilution and superficiality in grasping historical issues? Consider, for example, when a graduate student acquires a first historical background on higher education by gliding through a quick survey of the major epochs and great institutions. Certainly this is an important, welcomed part of professional development -- and, indeed, is preferable to no historical background at all. At some points, however, it is inadequate given advances in good recent scholarship.

For example, a history of higher education course typically includes a unit devoted to the "rise of the university" in the late 19th century. This includes

such themes as "the growth of the American state and land grant university" and the parallel decline of the liberal arts college. The sin of omission is that a generation of younger historians have written lively articles and books which now render this conventional tale incomplete and obsolete. Professors in higher education have access to interesting scholarship which adds complexity. Historian James Axtell, for example, found in his 1971 article that the enrollments, funding, resources, library holdings of the allegedly stagnant liberal arts colleges surpassed those of the midwestern state universities even in the 1890s. This makes for an intriguing reinterpretation when meshed with Earl Cheit's The Useful Arts and the Liberal Tradition, a study of professional schools (published in 1974) which synthesized a number of works to show that agriculture, engineering, and other practical arts often suffered neglect at the "A & M" state colleges. And so the new histories go. One now has ready access to secondary sources to be able to write comparable up-dates for each syllabus topic in the history of higher education. But these seem to be present in only a handful of syllabi.

Apart from arresting these fundamental slippages in content, courses in the history of higher education might consider including new instructional aims. Recent press coverage of the scandal associated with the project to write the institutional history of Sarah Lawrence College included the unexpected discovery of official documents on admissions quotas. Here is an event which suggests that graduate students might be introduced to the controversies and potency of historical research in the contemporary mission and administration of the campus.

Or, one might use historical photographs and artifacts to study campus architecture as part of higher education's legacy. Faculty and students might study the history of higher education with emphasis on the logic and methods of historical analysis as a vital approach to understanding institutions and policies, past and present, as well as tending to the mastery of a fundamental body of knowledge about the heritage of colleges and universities. These kinds of pedagogical innovation share the common feature of treating the historical study of higher education as an active, rather than passive, endeavor. It is an orientation which calls for students to use primary as well as secondary sources.

The essential resources and scholarly materials are at hand. But there seems to be a disturbing lag between their publication in specialized journals and their diffusion to general texts and course readings. To borrow from the history of America's colonial colleges, one fears that the recent interesting work of historians within higher education as a field of graduate study is heir to the 18th century motto of Dartmouth College: a voice crying out in the wilderness.

POSTSCRIPT

The attached sample syllabi are presented to provide Higher Education faculty and students with interesting models of course design.

EDFD 862

EDHI 710

Fall, 1984
Wednesday, 7-9:30 p.m.

Jennings Wagoner
260-A Ruffner Hall
University of Virginia
924-3880

I. Scope and Objectives of Course

With due modesty, our efforts in this course will be directed toward the study of the growth of colleges and universities and the major philosophical and historical forces which have shaped their development. Major emphasis will be placed upon the historical development of American institutions of higher education.

It is anticipated that the design and conduct of this course will provide participants with an understanding of the traditional and emerging patterns and roles of universities and other major institutions of higher education. Special stress will be placed upon the changing concept of "university" from its European beginnings through its Twentieth Century variations. Through research, readings, discussions, and lectures, students will investigate the aims, structure, functions, curriculum, administration, financing and student and faculty roles inherent in the evolving university concept.

In developing this informational and conceptual perspective, students should more specifically:

a. Increase their understanding of the relationship between institutions of higher education and social, economic, political, and religious currents.
b. Strengthen their ability to evaluate and interpret historical sources.
c. Broaden their professional knowledge base via reading, research and discussion.
d. Gain perspective into the historical context of value positions and ideological commitments that both sustain and produce conflicts within the contemporary university.
e. Develop a deepened awareness of the domestic and foreign ideals and practices that have and are influencing the course of American higher education.

II. General Outline of Content

A. Introduction
   1. Aims of course, procedures, calendar, etc.
   2. Student Responsibilities

B. Higher Education from the Classical Period to the Twelfth Century
   1. The Higher Learning in Antiquity
   2. Classical and Christian Approaches to Higher Education
   3. The Renaissance of the Twelfth Century

C. The Rise of the Medieval University
   1. The Earliest Universities
   2. Organizational and Administrative Patterns
   3. Teaching, Learning and Living in the Medieval University
   4. The Spread of European Universities

D. American Transplantation of the College Ideal
   1. Harvard and the Holy Commonwealth
   2. William and Mary, Yale, and Other Colonial Colleges
      a. Aims, Support, Control, Curriculum, etc.
      b. The College in Loco Parentis
      c. Drift from Piety to Secularism
      d. Legacy of the Revolution

E. The College Movement, 1800-1860
   1. Denominational College Founding
   2. Dartmouth College Case, 1819
   3. Trends in the Development of Early State "Universities" (North Carolina, Georgia, Virginia, Michigan)
   4. Characteristics of the "Collegiate Way" (Yale Report of 1828, etc.)
   5. Challenges to the "Old-Time College" Philosophy
      a. Curricular Struggles
      b. The Extra Curriculum

F. Academic Freedom and Constraint in the Ante-bellum College

G. Higher Education in the South--War, Reconstruction and Beyond
   1. Southern Colleges and the Impact of War
   2. Higher Education for Black Americans
      a. Patterns of Development, Support, and Control of Black Colleges
      b. Competing Educational-Social Philosophies, 19th Century to the Present

H. The Emergence of the American University
   1. The Land-Grant College Movement
   2. The Influence of the German Ideal of Scholarship-Graduate and Professional Education
   3. Patterns of University Development: Johns Hopkins, Clark, Harvard, Cornell, Wisconsin, et al.

I. Women in Higher Education: Women's Colleges, Co-education, Coordinate Colleges

J. Counterrevolutionary Movements in Higher Education
   1. From In Loco Parentis Toward Lernfreiheit and the "Student Personnel" Movement
   2. The Gulf Between Faculty and Students
   3. The Two-Year College Movement

K. Academic Freedom and Tenure in the American University
   1. Professors, Presidents, Boards and "the Public": Priorities in Conflict
   2. The AAUP
   3. From the Guild Concept to the Courtroom: Trends in Tenure Conflicts

L. The Uses of the University: Ideals in Conflict
   1. Student Protest Movements in the Twentieth Century
   2. The Academic Marketplace
   3. The University, its Publics, and the Search for Relevance

III. Required Texts

Haskins, Charles H., The Rise of Universities, Cornell, 1957.
Rudolph, Frederick, The American College and University, Vintage, 1962.
Veysey, Lawrence, The Emergence of the American University, Chicago, 1968.

Recommended as a useful collection of primary sources:

Hofstadter, Richard and Wilson Smith, American Higher Education: A Documentary History, 2 vols., Chicago, 1961.

Recommended as useful sources for supplementary reading:

Hofstadter, Richard and Walter P. Metzger, The Development of Academic Freedom in the United States, Columbia, 1955.
Brubacher, John S. and Willis Rudy, Higher Education in Transition, 3rd Edition, Harper & Row, 1976.

Additional articles, chapters and monographs will be recommended or assigned during the semester.

IV. Class Procedures and Student Responsibilities

A. It is assumed that every class member will complete assigned readings and contribute freely and meaningfully in class discussions. Lectures and assigned readings are designed to convey information establishing a common frame of reference and basic knowledge level for all students of whatever background and professional orientation. Readings should also facilitate and encourage class analysis of issues in a seminar fashion. In accordance with student research-career interests, selected class members may be asked from time to time to prepare brief presentations on a particular topic for the edification of the class.

B. In addition to these common expectations, each student will, in consultation with the instructor, satisfactorily complete one of the following individual study projects:

   1. Original Research Paper

      Based upon research involving primary as well as secondary sources, the student will investigate an issue, event, personality, or problem of significance to the development of American education. The completed paper should typically not exceed 15-20 typed pages. Questions regarding style, etc., should be settled by reference to Turabian, A Manual for Writers of Term Papers, Theses, Dissertations. Two copies should be submitted by _____. Periodic conferences with the instructor before and during the research and writing stages are encouraged; OR

2. Term or Theme Paper

Same as above, the major difference being the broader scope of the paper. Rather than limited investigation and use of primary sources, the term paper option allows for a broader topic and interpretation based heavily on secondary sources. This option would best serve students interested in trends and/or broad issues in educational history; OR

3. Extended Essay Review

This option encourages a critical/analytical review of two or more books selected in consultation with the instructor. The books selected should treat a common theme or historical issue and should lend themselves to a comparative mode of analysis. Additional reading should be expected inasmuch as essay reviews are most helpful when the books under analysis are compared to other books and articles reflecting current scholarship.

Useful examples of essay reviews of varying length and sophistication are contained in The History of Education Quarterly, The Review of Education, Educational Studies, and The Harvard Educational Review, among other scholarly journals.

Reviews of current books will be considered for submission for publication in an appropriate journal or in the Center's Occasional Papers Series.

V. Bibliography

Any attempt to compile even a selected bibliography in the history of higher education is a humbling experience. The literature in the field is vast and of uneven quality. Many books suggest themselves as important which only indirectly address higher education as such. Classification too becomes a problem as many books are important not so much for the subject treated as for the historical perspective or value orientation of the author. Many are of such scope that they could be placed in any of several categories.

The bibliographical essays in Rudolph, The American College and University and Veysey, The Emergence of the American University provide excellent guides to primary as well as secondary sources. Useful bibliographies are also contained in Brubacher and Rudy, Higher Education in Transition, Hofstadter and Metzger, The Development of Academic Freedom in the United States, and Butts, The College Charts Its Course. Of value also are several bibliographical compilations, e.g., Cordasco and Brickman, A Bibliography of American Educational History, Herbst, The History of American Education, and Beach, A Bibliographic Guide to American Colleges and Universities.

Scholarly journals and popular magazines, especially in the nineteenth and twentieth centuries, abound in articles dealing with college and university problems as seen by administrators, professors, students, and the public. Autobiographies of college professors and administrators as well as biographical studies provide inside views of academic life as do a few novels written by students (e.g., Owen Wister's Philosphy Four). The annual reports of university presidents and reports of associations

UNIVERSITY OF WASHINGTON
College of Education

EDHED 506 Don Williams

History of American Higher Education

Autumn Quarter 1984

1. Aims

1.1 To gain a grasp of the long sweep of history since Greek times as it relates to higher education

1.2 To seek some understanding of the changes which have occurred during that history

1.3 To use that history both for understanding the nature of American higher education today and for gaining some insight into the possible directions in which it will move in the future

1.4 To stimulate excitement in the history of higher education as well as to enhance the enjoyment of the continued study of that history

2. General weekly procedure

2.1 We shall generally follow a seminar-discussion mode, based largely on the reading that we do in preparation for each week's session.

2.2 Discussion questions accompany each topic, and we shall base each session on them. If you have additional questions to suggest, they will be welcomed.

3. Written assignment

3.1 You will have the option either of writing a term paper or taking a mid-term and final examination. Please let me know your decision on October 17.

3.2 The paper, should you choose that option, should run between 20-25 pages and explore some topic relating to the history of higher education. It will be due on December 12.

3.3 If you choose the examination option, you'll write the midterm during the week of October 24 - November 7 and the final during test week.

3.31 The mid-term exam will be an open book affair. You will receive the questions on October 24 and your answers will be due at the start of the session on November 7. The exam will consist of 10 short answer questions and one essay question. The essay will count for 60 percent of the test grade. Material included in the mid-term exam will include that discussed between October 3 and October 24.

3.32 The final exam will be a closed book affair, consisting again of 10 short answer questions and one essay question. Material included in the final exam will include everything discussed during the quarter.

(e.g., Association of American Universities) all provide valuable primary material. Of course, institutional histories, dissertations, and published studies on specific academic topics are useful secondary sources.

Selected bibliographies on specific topics will be distributed to the class during the course of the semester.

4. Office

4.1 Miller Hall, Room 202B; 36 Admin; please call for appointments Phone numbers: Office 543-1084 or 543-2637; Home: 747-8413.

4.2 I benefit greatly from these one-to-one conversations and hope you will plan to visit as often as you can.

5. Evaluation

5.1 A superior graduate-level performance will yield a 4.0 grade; a satisfactory performance 3.0.

5.2 I shall work hard to insure that all grades range between 3.0 and 4.0.

6. Textbooks

6.1 I have asked the bookstores to order one book for this course:

Rudolph, Frederick. THE AMERICAN COLLEGE AND UNIVERSITY: A HISTORY. New York: Alfred A. Knopf, 1962.

6.2 You should probably buy the Rudolph book, because we shall use it each time starting with October 17.

6.3 I shall also make available copies of Cowley's A SHORT HISTORY OF AMERICAN HIGHER EDUCATION. We shall have weekly reading assignments from this book.

Wednesday, October 3 . . . . . Introduction of the Seminar: Pre-Medieval Higher Education

Seminar activity:

We shall spend the early part of this first session becoming acquainted with each other and with the course agenda. With the time remaining I shall note briefly some of the early history of higher education before the Middle Ages. A seminar such as ours could well begin with the Middle Ages or even with the founding of Harvard in 1636, but to do so would be to ignore centuries of development from which American higher education has today emerged.

Wednesday, October 10 . . . . . Medieval and Reformation Higher Education

Readings:

Compayre, Bagriel. ABELARD AND THE ORIGIN AND EARLY HISTORY OF UNIVERSITIES, 1893.

Daly, L. J. THE MEDIEVAL UNIVERSITY: 1200-1400, 1961.

Kibre, Pearl. THE NATIONS IN THE MEDIEVAL UNIVERSITIES, 1948.

LAURIE, S. S. THE RISE AND EARLY CONSTITUTION OF UNIVERSITIES, 1907.

McDowell, R. B. and Webb,D. A. TRINITY COLLEGE DUBLIN: AN ACADEMIC HISTORY, 1982.

Morison, Samuel E. THE FOUNDING OF HARVARD COLLEGE, 1935.

Rashdall, Hastings. THE UNIVERSITIES OF EUROPE IN THE MIDDLE AGES (3 volumes), 1895.

Schachner, Nathan. THE MEDIEVAL UNIVERSITIES, 1938.

Thorndike, Lynn. UNIVERSITY LIFE IN THE MIDDLE AGES, 1944.

Wieruszowski, Helene. THE MEDIEVAL UNIVERSITY, 1966.

Seminar activity:

Let me propose that one-third of the group concentrate on southern Europe (primarily Bologna), one-third on northern Europe (primarily Paris), and one-third on Oxford and Cambridge. In our reading let's try to find answers to the following questions:

(1) What were the origins of the universities in Bologna, Paris, Oxford and Cambridge? How do those origins differ?

(2) What was taught in these institutions, who did the teaching, and what characterized the students? How did Bologna, Paris, and Oxbridge differ in regard to these questions?

(3) How were the universities in Bologna, Paris, and Oxbridge run? What role did the faculty, "teaching assistants," students, Church, and state play in controlling the medieval universities? How did Bologna, Paris, and Oxbridge differ in regard to governance?

(4) What elements of Reformation higher education did the colonists bring to the New World? (I shall be responsible for this question.)

Wednesday, October 17 . . . . . The Nine Colonial Colleges

Reading assignment:

Rudolph, Chapters 1-2

Cowley, Chapter 5

Supplementary Readings:

Bronson, Walter C. HISTORY OF BROWN UNIVERSITY, 1914.

Cheyney, Edward P. HISTORY OF THE UNIVERSITY OF PENNSYLVANIA, 1940.

Franklin, Benjamin. PROPOSALS RELATING TO THE EDUCATION OF YOUTH IN PENNSYLVANIA, 1749.

Herbst, J. FROM CRISIS TO CRISIS: AMERICAN COLLEGE GOVERNMENT, 1636-1819, 1982.

HISTORY OF THE COLLEGE OF WILLIAM AND MARY, 1784.

Humphrey, David C. FROM KINGS COLLEGE TO COLUMBIA, 1976.

Kelley, Brooks M. et al. YALE, A HISTORY, 1974.

Morison, Samuel E. THE FOUNDING OF HARVARD COLLEGE, 1935 and HARVARD COLLEGE IN THE SEVENTEENTH CENTURY, 1936. See also Morison's THREE CENTURIES OF HARVARD, 1936.

Richardson, Leon D. HISTORY OF DARTMOUTH COLLEGE, 1932.

Schmidt, George P. PRINCETON AND RUTGERS, 1964.

Wertenbaker, Thomas J. PRINCETON, 1746-1996, 1946.

Seminar Activity:

I shall spend the early part of the period putting the nine colonial colleges into historical context. With the time remaining we'll do some role-playing. I'll take the part of the father of three children--a son, a daughter, and an adopted Indian son. You'll take the part of "admissions officers" at one of the nine colonial colleges. The year will be 1770. I shall want to know what the requirements are for admission of my children to your college and the opportunities available to them should I choose to send them to your institution.

Wednesday, October 24 . . . . . A Period of Exploration: 1776-1862

Reading Assignment:

Rudolph, Chapters 3-11

Cowley, Chapter 6

Supplementary Readings:

Conant, James B. THOMAS JEFFERSON AND THE DEVELOPMENT OF AMERICAN PUBLIC EDUCATION, 1962.

Herbst, Jurgen. FROM CRISIS TO CRISIS: AMERICAN COLLEGE GOVERNMENT, 1636-1819, 1982.

Hofstadter, Richard and Smith, Wilson (eds.). AMERICAN HIGHER EDUCATION: A DOCUMENTARY HISTORY, 1961, Vol. 1.

Perry, Charles M. HENRY PHILLIP TAPPAN, 1933.

Stites, Francis N. PRIVATE INTEREST AND PUBLIC GAIN: DARTMOUTH COLLEGE CASE, 1972.

Tewksbury, Donald G. THE FOUNDING OF AMERICAN COLLEGES AND UNIVERSITIES BEFORE THE CIVIL WAR, 1932.

Tyack, David B. GEORGE TICKNOR AND THE BOSTON BRAHMINS, 1967.

Wayland, Francis. THOUGHTS ON THE PRESENT COLLEGIATE SYSTEM IN THE U.S., 1842.

Seminar Activity:

During 1776-1862 a number of experiments--some successful, many unsuccessful--were undertaken in American higher education. State universities were begun. So, too, were normal schools and a host of new denominational colleges. New subjects were introduced. On the frontiers of Michigan a university on the pattern of those in Germany was attempted. Federal land grants provided support for higher education. Let us plan to focus on the following questions:

(1) Which experiments of 1776-1862 succeeded? Which failed? How do we account for these successes and failures?

(2) Who were the leaders responsible for the successes and failures?

Wednesday, November 7 . . . . . Rise of the Universities After 1862

Reading Assignment:

Rudolph, Chapters 12-14, 16-17

Cowley, Chapter 7

Supplementary Readings:

Curti, Merle and Carstensen, Vernon. THE UNIVERSITY OF WISCONSIN: A HISTORY, 1949.

Flexner, Abraham. DANIEL COIT GILMAN, CREATOR OF THE AMERICAN TYPE UNIVERSITY, 1946.

Gates, Charles M. THE FIRST CENTURY AT THE UNIVERSITY OF WASHINGTON, 1961.

Gilman, Daniel Coit. THE LAUNCHING OF A UNIVERSITY AND OTHER PAPERS, 1906.

James, Henry. CHARLES WILLIAM ELIOT, 1930.

Mayer, Milton. YOUNG MAN IN A HURRY: THE STORY OF WILLIAM RAINEY HARPER, 1957.

Peckham, Howard. THE MAKING OF THE UNIVERSITY OF MICHIGAN, 1967.

Veysey, Laurence. THE EMERGENCE OF THE AMERICAN UNIVERSITY, 1965.

White, Andrew D. Autobiography, 1907.

Seminar Activity:

The American university blossomed during the period after the Civil War. In so doing it took several forms. Under the impetus of the Land Grant College Act of 1862, for instance, land grant colleges and universities began to emerge throughout the land, Cornell and Wisconsin being the bellweather institutions in this movement. Another group of state universities did not benefit directly from the Land Grant College Act of 1862, but they grew nevertheless under the impetus of increased funding from state government. Michigan and Washington are examples of institutions in this group. Still another group of universities emerged from the old American literary colleges by adding graduate education and research to their historic work in undergraduate instruction. Harvard is the primary example in this group. Finally, a new group of private research universities began to emerge, which set a new standard for the American university. Here the best examples are the Johns Hopkins University and the University of Chicago.

Tonight each of us will assume a responsibility for one of these universities and discuss how it struggled and prospered during the period between the Civil and World War I. Our questions will deal with the following:

(1) How do you account for the successes or failures your university encountered during this period?

(2) From whom did you receive what kinds of support?

(3) What directions did your curriculum take?

(4) What directions did your enrollment take?

(5) What directions did your research and graduate programs take?

(6) What directions did your public service activities take?

Wednesday, November 14 . . . . . History of the Junior or Community College

Reading Assignment:

Cowley, pp. 7-30 through 7-38; 8-7 through 8-19

Supplementary Readings:

Crawfurd, Allan P. THE JUNIOR COLLEGE MOVEMENT IN WASHINGTON, 1959.

Eells, Walter C. THE JUNIOR COLLEGE, 1931.

Fields, Ralph. THE COMMUNITY COLLEGE MOVEMENT, 1962.

Koos, Leonard V. THE JUNIOR COLLEGE MOVEMENT, 1925.

Lange, Alexis. THE LANGE BOOK, 1927.

McDowell, Floyd. THE JUNIOR COLLEGE, 1919.

Monroe, Charles R. PROFILE OF THE COMMUNITY COLLEGE, 1972.

Thornton, James W. THE COMMUNITY JUNIOR COLLEGE, 1972.

Seminar Activity:

Today's community colleges grew from several sources. They include (1) private colleges or academies which either never did develop their third and fourth-year collegiate level courses, or having developed them, later dropped them; (2) normal schools which broadened their mission; (3) public secondary schools which produced "post graduate" courses beyond 12th grade; and (4) public colleges conceived from the beginning as two-year institutions. During most of their history they have been known as "junior colleges," but following World War II their leaders came increasingly to recognize their potential to serve a whole host of educational services for their community. Hence the new title, "the community college." During the early part of the evening I shall try to show the general history of the junior/community college. With this background we shall then delve into the documents you have collected on given periods in that history.

Wednesday, November 28 . . . . . 1900-1945: Wars, Depression, and Academic Freedom

Reading Assignment:

Rudolph, Chapters 19-22

Cowley, Chapter 8

Supplementary Readings:

DeVane, William C. HIGHER EDUCATION IN TWENTHIETH CENTURY AMERICA, 1965.

Gruber, Carol S. MARS AND MINERVA, 1975.

Hofstadter, Richard and Metzger, Walter. THE DEVELOPMENT OF ACADEMIC FREEDOM IN THE UNITED STATES, 1955.

Rudolph, F. CURRICULUM, 1977 (see Chapter 6).

Summerscales, William. AFFIRMATION and CONSENT, 1970.

Seminar Activity:

The first 45 years of the 20th century saw much growth and change in American higher education. At the same time some of the changes of the previous period struck academic leaders as having gone too far, and they engaged in a "counterrevolution" aimed at restoring some of what had been lost. The period here in question is marked by the emergence of new organizations such as the Association of American Universities, the Association of American Colleges, and the American Association of University Professors. It saw faculty members start to achieve the status accorded to them today. It saw wars. And it saw a depression. Let us try to answer the following questions:

(1) What forms did the new approaches to general education take?

(2) What accounts for the emergence of AAU, ACC, and AAUP?

(3) What differences/similarities do we find in the role of academics in World War I, World War II, and more recent conflicts?

(4) How did American higher education respond to the Great Depression, and what lessons does this history provide for today?

Wednesday, December 5 . . . . . 1945 to the Present: A Time of Growth, A Time of Dissent A Time of Uncertainty

Reading Assignment:

Babbidge, Homer D. and Rosenzweig, Robert. THE FEDERAL INTEREST IN HIGHER EDUCATION, 1962.

Berdahl, Robert D. STATEWIDE COORDINATION OF HIGHER EDUCATION, 1971.

Bowen, Howard. THE STATE OF THE NATION AND THE AGENDA FOR HIGHER EDUCATION, 1982.

Henry, David D. CHALLENGES PAST, CHALLENGES PRESENT, 1975.

President's Commission on Campus Unrest. REPORT, 1971.

Pusey, Nathan. AMERICAN HIGHER EDUCATION, 1945-1970, 1978.

Sale, Kirkpatrick. SDS, 1973.

Stadtman, Vernon. ACADEMIC ADAPTATIONS, 1980.

Wells, Herman. BEING LUCKY, 1980.

Seminar Activity:

Several important themes require following in the period since 1945. One has to do with the growing role of the federal government in the affairs of American higher education. Another deals with the massive growth that occurred between 1945 and 1970. Another inquires into the student unrest that arose in the 1960s and early 1970s. Finally we shall want to try better to understand the uncertainty which marked the 1970s. Each of us will take one of these themes and develop it for presentation tonight.

Wednesday, December 12 . . . . . Synthesis

Reading Assignment:

Rudolph, "Epilogue"

Seminar Activity:

Tonight we shall review the material we've covered this quarter, building our synthesis around several key questions:

(1) In what ways have the goals of higher education changed or remained the same since Greek times?

(2) What are the major issues confronting American higher education today, and how do we account for them given the history we have studied?

(3) Given the history we have studied to date what directions would we expect American higher education to take in the foreseeable future?

HIGHER EDUCATION IN AMERICA: HISTORICAL AND PHILOSOPHICAL PERSPECTIVES

EDHI 360 | David R. Holmes
Office: 349 Waterman | Fall 1984
Ext. 4400

BACKGROUND

For many years institutions in our society have been scrutinized to determine their validity and viability, and perhaps none more so than institutions of higher education. Authentic concerns about the university and its role in modern times first surfaced on a widespread scale in 1964 at Berkeley with the advent of the Free Speech Movement. Since that time, the university and its functions have been increasingly questioned by many segments of our population.

Despite this questioning, it seems apparent that many Americans--including persons affiliated with higher education--have little understanding of what the nature of the university really is, what are its historical antecedents, and what is the philosophy guiding its behavior. Confusion is intensified by the differing philosophical viewpoints subscribed to by members of the university community.

What is the nature of the University? How do we understand it? A premise of this course is that contemporary features such as tenure, the four year undergraduate degree, the disciplines, etc. must be seen in historical context. In higher education, the past explains much of the present. A second premise of the course is that what people believe and value explains much of what has occurred in higher education. That is to say, the choices and decisions that have determined the history of higher education have been shaped to a significant degree by philosophy and values.

The course is organized to examine the history of American higher education, to penetrate the culture of the academic world and to analyze several crucial issues that are matters of contemporary debate and decision. A fundamental assumption is that, regardless of our professional role in a college or a university, the effectiveness and meaning of our work is likely to be shaped by our grasp of this historical and philosophical background.

PURPOSE

The purpose of the course is to examine the intersection of history and philosophy in higher education. Each student will acquire or reinforce several capacities. Each student:

a. Will know the broad historical eras of American higher education.

b. Will know the major issues that, for philosophical reasons, have distinguished points of view and behavior within higher education.

c. Will be able to identify and critique philosophical positions held by different constituencies within higher education.

d. Will take positions on important issues affecting higher education, and be able to defend those positions.

e. Will be able to write about and discuss a, b, c, and d above in a clear and cogent manner.

READINGS

Four Texts (all paperbacks) are available in the bookstore:

Frederick Rudolph, The American College and University
Derek, Bok, Beyond the Ivory Tower
Clark Kerr, The Uses of the University
Walter Metzger, Academic Freedom in the Age of the University

Also, three novels may be purchased. Several other readings will be put on reserve in the library. Additional readings will be zeroxed and handed out for use during the semester.

COURSE REQUIREMENTS

Each student will be expected to do the following:

1. Read all assigned books, handouts and documents. Prepare for two quizzes.

2. Write two short papers. We will discuss topics in class. Due dates are as follows:

   October 10 - First Paper (book review)

   October 31 - Second Paper (essay)

3. Write a final term paper. Topics and expectations will be discussed in class.

   December 12 - Term paper due

4. Participate in class discussion and activities.

EVALUATION

Final evaluation will be made from judgments about written work and class participation.

WEEKLY SCHEDULE

	TOPIC	READING	OTHER
Aug. 31	Introduction: History, Philosophy and Values		
	Historical Background		
Sept. 5	Medieval Origins	Mead (Handout) Hofstadter (Handout)	
Sept. 12	The Colonial College	Morison (Handout) Rudolph - 1 and 2	
Sept. 19	Era of the Private College and the Democratic Impulse	Rudolph -3-6; 10-12	Quiz
Sept. 26	Rise of the University	Rudolph - 13-15	
	Academic Culture		
Oct. 3	Tribal Rituals and Tenure	Adams (Reserve) -1, 3-5 Handouts	
Oct. 10	Teaching and Research; Academic Careers	Bok -6 and 7 Freedman (Reserve) -1 and 4	Book Review
	Critical Issues		
Oct. 17	Contributions and Abuses of the Multi-Versity	Kerr - all Bok - 3	
Oct. 24	Academic Freedom - I: Darwinism, the German Connection	Metzger - 70-138	
Oct. 31	Academic Freedom - II: Big Business and Modern Dilemmas	Metzger - 139-193 Bok -1	Paper
Nov. 7	Academic Freedom - III: AAUP, the Novikoff Case	Metzger - 194-232 Novikoff Handout	
Nov. 14	Rebellion Against Authority: Legacy of the 1960's	Misc. Handouts (Reserve)	
Nov. 21	Thanksgiving Recess		
Nov. 28	Affirmative Action; Institutional Responsibilities	Handouts Bok - 2 and 4	Quiz
Dec. 5	(Research and Writing)		
Dec. 12	Summary		Term Paper

THE COLLEGE OF WILLIAM AND MARY IN VIRGINIA
SCHOOL OF EDUCATION
Williamsburg, Virginia 23185

Education 671: The History of Higher Education

Fall 1986 Mr. Thelin

Prospectus

Education 671 is a graduate course which introduces some ways to make historical study lively and useful for professionals in higher education. Also, since it is one of the "core" courses in the doctoral program, its readings and content will be integral to your sustained study of higher education. Not only does the course provide you with a good foundation of historical information about colleges and universities, it also aims to promote the skill of interpreting issues and thinking historically about higher education.

The approach is to consider key historical episodes and issues which have had enduring implications for colleges and universities. Emphasis will be on the social, political, economic, intellectual, and legal factors which have shaped the structure and life of higher education institutions. So, along with acquiring background on the history of colleges and universities, you will gain familiarity in making sense out of a range of historical sources. In addition to texts and secondary works we will use such materials as institutional records, biography, fiction, memoirs, photographs, monuments, journalism, government reports, statistical data, and legal briefs to try to reconstruct the issues and debates which comprise higher education's interesting and significant stories.

Please purchase the following works from the college bookstore:

* Charles Homer Haskins, The Rise of the Universities
* Richard Hofstadter and Wilson Smith, Editors, American Higher Education: A Documentary History (two volumes)
* Frederick Rudolph, The American College & University: A History
* Laurence Veysey, The Emergence of the American University
* John R. Thelin, Higher Education and Its Useful Past
* Clark Kerr, The Uses of the University
* The History of Higher Education: An Anthology

The following books which are out-of-print are essential to the course. Copies have been placed on library reserve either at Swem Library or in the School of Education library:

* Oliver Jensen, A College Album (1974)

* Owen Johnson, Stover at Yale (1912)

* Abraham Flexner, Universities: American English, German (1930)

Assigned readings also include the following articles and excerpts which have been placed on reserve in the School of Education library:

* Stephanie Russell, "When Campus and Community Collide," Historic Preservation (September/October 1983) pp. 36-41.

* Philip Morris, "Walk Through History on Campus," Southern Living (September 1983) pp. 82-87.

* James Axtell, "The Death of the Liberal Arts College," History of Education Quarterly (Winter 1971) pp. 339-352.

* Louise Blecher Rose, "The Secret Life of Sarah Lawrence," Commentary (May 1983) vol. 64, pp. 52-56.

* Robert F. Engs, "Black Hampton and Armstrong's Institute," in Freedom's First Generation: Black Hampton, Virginia, 1861-1890 (University of Pennsylvania Press, 1979) pp. 138-160.

* James A. Cox, "Was the 'Gipper' For Real? You Can Bet He Was!," Smithsonian magazine (December 1985) pp. 130-150.

Course Format

The class meets once per week, Wednesday evenings from 4:30 p.m. to 7:00 in Jones Hall 302, for a two and one-half hour session. During the first part of each class meeting the instructor will lecture and comment on the week's topic; these comments usually will supplement and expand rather than duplicate the assigned readings. You are expected to have read assigned weekly materials by the time of lecture and class meeting. The latter part of each session will be devoted to your discussion and debates based on issues and materials encountered in lectures and readings.

Historical Documents

An important part of the course deals with reading and analyzing historical documents. Each week there will be readings designated as Historical Documents; these are pivotal articles or excerpts from the historical era being studied. In many cases the assigned documents are published in the volumes edited by Richard Hofstadter and Wilson Smith, American Higher Education: A Documentary History (abbreviated throughout the syllabus as "H & S"). In some cases the assigned historical documents will be found in the collection of reprints, The History of Higher Education: An Anthology.

During the semester the various historical documents will be used as sources for in-class debate and for written assignments involving analysis and critical discussion.

Semester Assignments

Semester grades will be based on your contributions and performance in the following areas:

* Essay Projects: several essays (usually 5 to 10 pages in length) assigned throughout the semester. Usually you will have two to three weeks to work on an essay -- a schedule designed to encourage background and supplementary reading along with consultation with the instructor on topics, readings, and analytic strategies.

* Class Discussions: Contributions to course meetings, debates, and group discussions.

* Historical Documents: Written and oral analysis of the historical documents assigned in the weekly readings.

* Written In-Class Examinations: Two examinations during the semester in which you have two hours to respond to a number of provocative issues and items based on readings and course lectures and discussions.

Office Hours

My office is Jones Hall 323. Telephone number is (804) 253-4434. For those who have access to a State SCATS line, the SCATS number is 8-427-4434. Office hours usually will be held before class, i.e., Wednesday afternoon from 3:30 to 4:15. If that time is not convenient, please see me at class to arrange an appointment.

Education 671: The History of Higher Education
Fall 1986 Semester Schedule and Readings

1 August 27th — Historians and Institutions: The Lively and Useful Past

Readings:

Henry Seidel Canby,"The College Town" (1936) (in Anthology)

Oliver Jensen, A College Album (on library reserve)

John R. Thelin, Higher Education and Its Useful Past
ch. 1, "Colleges & Universities: Peculiar Institutions"

Articles

Stephanie Russell, "When Campus and Community Collide,"
Historic Preservation (September/October 1983) pp. 36-41.

Philip Morris, "Walk Through History on Campus,"
Southern Living (September 1983) pp. 82-87.

2 September 3rd — The Medieval Legacy: The Structure of the University

Readings:

Charles Homer Haskins, The Rise of the Universities

Thelin, Higher Education and Its Useful Past
ch. 2, "Certification and Structure: Medieval Universities"

Louise Blecher Rose, "The Secret Life of Sarah Lawrence,"
Commentary (May 1983) vol. 64, pp. 52-56.

Marjorie Hyer, "Catholic University Dean Choice Vetoed,"
Washington Post (8 March 1985)

Historical Documents

"Rules of the University of Paris" (1215) (in Anthology)
"Problems of a Christian Humanist" (in Anthology)
"Statutes of Harvard" (1646) (H & S, pp. 8-9)
"The Harvard Charter" (1650) (H & S, pp. 10-13)

* Assignment No. 1: Essay (due 24 September)

3 September 10th Tracking Down the Collegiate Ideal: From Oxford and Cambridge to the American Colonies

Readings:

Rudolph, The American College & University: A History
ch. 1, "The Colonial College"
ch. 2, "The Collegiate Way"

Thelin, Higher Education and Its Useful Past
ch. 3, "The Collegiate Ideal: Oxford-Cambridge Legacy"

Historical Documents

"Charter of William & Mary, 1693" (H & S, pp. 33-39)
"Statutes of William & Mary, 1727" (H & S, pp. 39-49)
"Yale Charter and Laws, 1745" (H & S, pp. 49-61)
"Charter of Rhode Island College, 1764" (H & S, pp.

* Note: Field Studies: Site Visit to The Wren Building

4 September 17th Creating the "American Way" in Higher Education

Readings:

Rudolph, The American College & University: A History
ch. 2, "Legacy of a Revolution"
ch. 4, "The Religious Life"

Historical Documents

"Thomas Jefferson's Plans for the University of Virginia, 1800" (H & S, pp. 175-176)
"Report of the Rockfish Gap Commission on the Proposed University of Virginia, 1818" (H & S, pp. 193-196)
"Benjamin Rush on a Federal University, 1788" (H & S, pp. 152-156)

5 September 24th Institutional Identity Crises: Experiments and Problems

Readings:

Rudolph, The American College & University: A History
ch. 6, "Reform and Reaction"
ch. 7, "The Extracurriculum"
ch. 8, "Academic Balance of Power"
ch. 9, "Financing the Colleges"
ch. 10, "Jacksonian Democracy and the Colleges"

Historical Documents

"Webster Argues the Dartmouth Case, 1819" (H & S, pp. 232-237)
"Wayland on the Collegiate System, 1842" (H & S, pp. 334-375)

* Essay Assignment No. 1 is due at class meeting

6 October 1st * Assignment No. 2: In-Class Written Examination

7 October 8th American Higher Education in the Mid-19th Century

Readings:

Rudolph, The American College and University: A History
ch. 11, "Crisis of the 1850s"
ch. 12, "Dawning of a New Era"

Thelin, Higher Education and Its Useful Past
ch. 5, "Institutional Roots"

Historical Documents

"Lindsley on the Failure of the American College, 1832 and 1848" (H & S, pp. 376-379)
"Wayland's Report to the Brown Corporation, 1850" (H & S, pp. 478-487)
"The Morrill Act, 1862" (H & S, pp. 568-569)
"Organizing Cornell University, 1865" (H & S, pp. 552-555)

8 October 15th University Builders in the United States (Part I)

Readings:

Rudolph, The American College and University: A History
ch. 13, "The Emerging University"
ch. 14, "The Elective Principle"
ch. 16, "Flowering of the University Movement"

Veysey, The Emergence of the American University
Introduction: The Rise of Academic Reform
Part I: "Rival Conceptions of the Higher Learning"
Part II: "The Price of Structure"

Owen Johnson, Stover at Yale (1912) (on library reserve)

James Axtell, "The Death of the Liberal Arts College," History of Education Quarterly (Winter 1971) pp. 339-352.

Historical Document

"John Burgess' Program for the American University, 1884" (H & S, pp. 652-666)

* Assignment No. 3 (due 5 November)

9 October 22nd University Builders in the United States (Part II)

Readings: Continue readings from Unit 8 (October 15th)

10 October 29th — Alma Mater: America Goes to College (Part I)

Readings:

Rudolph, The American College and University: A History
ch. 13, "The Education of Women"
ch. 18, "The Rise of Football"

Veysey, The Emergence of the American University
"The Mind of the Undergraduate" and "The Gulf Between Students and Faculty" (pp. 268-302)

Owen Johnson, Stover at Yale

Thelin, Higher Education and Its Useful Past
ch. 6, "The Sporting Life: Higher Education and Athletics"

James A. Cox, "Was the 'Gipper' For Real? You Can Bet He Was!," Smithsonian (December 1985) pp. 130-150.

11 November 5th — Alma Mater: America Goes to College (Part II)

Readings:

Oliver Jensen, A College Album

Robert Engs, "Black Hampton and Armstrong's Institute," Freedom's First Generation: Black Hampton, Virginia, 1861-1890 pp. 138-160 (on library reserve).

Historical Documents

Douglas Z. Doty, "Life at a Girls' College," Munsey's Magazine (September 1897) (in Anthology)

* Assignment No. 3 is due

12 November 12th — Review Session

Readings:

Clark Kerr, The Uses of the University

* Assignment No. 4 (due 3 December)

13 November 19th Critics and Controversies: The Organization of Academe

Readings: Clark Kerr, The Uses of the University

Rudolph, The American College and University: A History
ch. 19, "Academic Man"
ch. 20, "The Organized Institution"
ch. 21, "Counter-Revolution"

Historical Document

"Abraham Flexner Criticizes the American University, 1930"
(H & S, pp. 905-921)

14 November 26th ** Thanksgiving Holiday: No Class Meeting **

15 December 3rd Higher Education in a Mass Society: The Recent Past

Readings: Clark Kerr, The Uses of the University

Rudolph, The American College and University: A History
ch. 22, "An American Consensus"

Oliver Jensen, A College Album

Historical Document

Edward Shils, "The University: A Backward Glance,"
The American Scholar (Spring 1982) pp. 163-179 (in Anthology)

* Assignment No. 4 is due at class meeting

16 December 10th Conclusion and Summary

Clark Kerr, The Uses of the University

Thelin, Higher Education and Its Useful Past
ch. 9, "Future Tense Imperfect: 'Futurology' and Higher Education's Recent Past"

David S. Webster
Assistant Professor of Higher Education
Office C-30, Graduate School of Education
(0) 898-7377
Spring, 1985

Education 541 -- Types of Colleges and Universities Seen in Historical Perspective

COURSE OBJECTIVES:

To examine several different types of colleges and universities. The research university, the most important academic institution of our time, is emphasized. The following are also considered: the liberal arts college; institutions sponsored by Catholics and by Protestant denominations; historically black colleges; community colleges; "experimental" colleges; some types of professional schools; and the graduate school of arts and science.

WEEKLY TOPICS AND ASSIGNMENTS:

January 16 INTRODUCTION TO THE COURSE

23 HISTORY OF AMERICAN HIGHER EDUCATION (I)

Rudolph, The American College and University, pp. 3-155

30 HISTORY OF AMERICAN HIGHER EDUCATION (II)

Rudolph, The American College and University, pp. 156-328

February 6 HISTORY OF AMERICAN HIGHER EDUCATION (III)

Rudolph, The American College and University, pp. 329-496

13 HISTORY OF AMERICAN HIGHER EDUCATION (IV)

Jencks and Riesman, The Academic Revolution, viii-xxiii; 1-60; 155-1[illegible]

20 TYPES OF COLLEGES AND UNIVERSITIES (I)

Brief looks at professional schools, Protestant, and Catholic colleges and universities.

Jencks and Riesman, The Academic Revolution, pp. 199-256; 312-405

27 TYPES OF COLLEGES AND UNIVERSITIES (II)

Brief looks at historically black colleges, "anti-university" colleges, and graduate schools of arts and science.

Jencks and Riesman, The Academic Revolution, pp. 406-544

March 6 SPRING RECESS

13 MID-TERM EXAMINATION

REFORMS AND EXPERIMENTS IN MODERN AMERICAN COLLEGES AND UNIVERSITIES

20 RADICAL REFORMS (I)

Grant and Riesman, The Perpetual Dream, pp. 1-176

March 27 MODERATE REFORMS (II)

Grant and Riesman, The Perpetual Dream, pp. 179-382

April 3 NO CLASS

10 THE RESEARCH UNIVERSITY (I)

Kerr, The Uses of the University, third edition, pp. iii-ix; 1-184

17 THE RESEARCH UNIVERSITY (II)

Bok, Beyond the Ivory Tower, pp. 1-135

24 THE RESEARCH UNIVERSITY (III)

Bok, Beyond the Ivory Tower, pp. 136-290

May 1 FINAL EXAMINATION

GRADING

Grades will be determined as follows: one-third on the mid-term exam, one-third on the final exam, and one-third on class participation.

David S. Webster
Assistant Professor of Higher Education
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(0) 898-7377
Spring, 1985

Education 541 -- Types of Colleges and Universities Seen in

Historical Perspective

Books to Buy

Bok, Derek. Beyond the Ivory Tower (Cambridge: Harvard University Press), 1982.

Grant, Gerald and David Riesman: The Perpetual Dream: Reform and Experiment in the American College (Chicago: University of Chicago Press), 1978.

Jencks, Christopher and David Riesman. The Academic Revolution (Chicago: University of Chicago Press), 1977.

Kerr, Clark. The Uses of the University, third edition (Cambridge: Harvard University Press), 1982.

Rudolph, Frederick. The American College and University: A History (New York: Vintage Books), 1962.

BEST COPY AVAILABLE

ASHE ERIC

Clearinghouse for Course Syllabi in Higher Education

A group of Association for the Study of Higher Education (ASHE) members are forming a national higher education network for course syllabli. (See box.) The activity, sponsored by ASHE's Committee on Curriculum, Instruction and Learning, promises to be of great benefit to new and experienced teachers in higher education.

If you wish to participate, please send your latest course syllabi to the appropriate members of the network today. These individuals have committed their time and effort toward the following:

- syntheses reviewing course syllabi received with an evaluation of what is happening in each area (e.g., course titles, emphases, major works and resources in use, syllabi models, trends, observations), along with a few exemplary syllabi to be made available via the ERIC Clearinghouse on Higher Education by the end of 1985
- abstracts for inclusion in an essay on "Course Syllabi as Instructional Resources," to appear in the 1986 edition of ASHE's Instructional Resources Handbook for Higher Education
- updates of the essay/abstract in four years.

NETWORK MEMBERS

Adult/Continuing Education	K. Patricia Cross, Harvard Univ., Grad. School of Ed., 406 Gutman Library, Cambridge, MA 02138
College Students	Carol L. Everett, Penn State Univ., 304 Old Main, University Park, PA 16802
Community College	Richard L. Alfred, University of Michigan, 2007 School of Ed. Bldg, Ann Arbor, MI 48109
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Innovative/Nontraditional	Dianne S. Peters, Montana State Univ., 213 Reid Hall, Bozeman, MT 59717
Institutional Research/Planning	Dennis Viehland, Ctr. for the Study of Higher Ed., Univ. of Arizona, 1415 N. Fremont, Tucson, AZ 85719
Legal Issues	Michael A. Olivas, Univ. of Houston, Inst. for Higher Ed. Law & Gov., 415 Farish, Houston, TX 77004
Management Information Systems	Robert G. Cope, Univ. of Washington, M219 Miller Hall, DQ-12, Seattle, WA 98195
Organization/Administration	Ellen Earle Chaffee, Board of Higher Education, Capitol Bldg., 19th Floor, Bismarck, ND 58505
Public Policy	Jack H. Schuster, Claremont Graduate School, Higher Ed. Program, Claremont, CA 91711
Research/Evaluation	James L. Morrison, 120 Peabody Hall 037A, Univ. of North Carolina, Chapel Hill, NC 27514
Sociology	Zelda Gamson, RF #1, Box 11A, Chilmark, MA 02535 and David S. Webster, Univ. of Pennsylvania, 3700 Walnut St/C1, Philadelphia, PA 19081
Student Personnel Administration/ Counseling/Human Development	Larry H. Ebbers, N244 Quadrangle, Iowa State Univ., Ames, IA 50011
Teacher Education	Jack Hruska, Univ. of Massachusetts, School of Education, Amherst, MA 01003
Vocational/Technical	Clyde Ginn, Univ. of Southern Mississippi, Box 5177, Southern Sta., Hattiesburg, MS 39406

To establish a viable clearinghouse, your help is needed. Please flood members of the network with your course syllabi and suggestions. Help establish a higher education clearinghouse for course syllabi.